

2

The Open Road

Target language

Grammar:	past simple and past continuous / <i>would, used to, be used to</i> / word patterns
Lexis:	topic vocabulary / confusable words / collocations (transport)
Reading skills:	scanning for specific information
Listening skills:	identifying location
Speaking skills:	comparing
Writing skills:	presenting an argument / essay
Pronunciation:	/æ/ and /e/

- The phrase *the open road* usually refers to roads in the countryside, where there is very little traffic, eg *Nothing quite beats the feeling you get from leaving the town behind and heading off on the open road.*
 - Write the phrase *the open road* on the board.
 - Ask students what they think the title refers to.
 - Explain the meaning of the phrase *the open road.*
 - Write the example sentence given above on the board.
 - Elicit suggestions as to what the unit might be about.
- few suggestions, eg tram, train, motorbike, aeroplane, etc. (*Public transport* refers to means of transport that are used by the public and are often paid for by the government in some way, for example, buses, trams or the underground. *Private transport* refers to means of transport that are owned by individuals and includes cars, motorbikes and bicycles.)
- Ask students to write down as many means of transport as they can. You may wish to set a time limit of one or two minutes for this. Then ask them to tick those means of transport which are public and those which are private.

ON THE BOARD

the open road

Nothing quite beats the feeling you get from leaving the town behind and heading off on the open road.



Reading



CD1, Track 4



Start thinking!

Aim: to introduce the topic of transport through personal responses

- Ask students to work in pairs to talk about the questions in the Student's Book.
- Go round the class monitoring and helping where necessary.
- If you prefer, conduct a brief discussion involving the whole class by reading the questions and inviting different students to give their answers.
- Do not accept or reject answers at this stage.

Additional task

- First, write these phrases on the board: *public transport* and *private transport*.
- Elicit from the students which means of transport they would put into each category. You might need to offer a

1

Aim: to scan for specific information

- Students are now going to read an extract from an encyclopaedia. Begin by asking them to predict which means of transport they might read about.
- Ask students to read the passage. This can be done individually or as a class activity with different students being asked to read different sections aloud to the rest of the class.
- Remind students that at this stage they do not need to understand all of the vocabulary as items will be covered in the **WORD BOX** section.
- Elicit answers from a few students to the questions in the **Start thinking!** section and ask them to justify their answers.



A horse can run at about 55 kilometres an hour. Two American brothers, Wilbur and Orville Wright, invented the aeroplane. Man first landed on the Moon in 1969.

Background information

- A space shuttle is a vehicle which travels into space regularly and, although it sets off into space like a rocket, it returns to Earth like an aeroplane.
- A space tourist is a person who pays to go into space in order to enjoy the experience. Several high-profile multi-millionaires, mostly from the USA, have already gone into space on such trips.

Additional task

- In order to practise scanning for specific information from the passage, elicit the answers to the questions below.
- Remind students that they don't have to reread large parts of the passage but should look for clues or key words that might help them find the answer. The key words have been underlined in each sentence.



- 1 What did Richard Trevithick invent? (the first train)
- 2 When was the first bicycle with pedals invented? (around 1840)
- 3 Where was the first petrol-driven car invented? (Germany)
- 4 When was the wheel invented? (around 3500 BC)
- 5 What was the name of the Wright brothers' aircraft? (the Flyer)

2

Aim: to scan for specific information to complete sentences

- Read the first sentence together.
- Remind students that they can look at the extract but they don't need to read it in detail again.
- Elicit the answer and ask students to justify it by reading directly from the passage.
- Remind students of the importance of underlining where they found the answer in the passage.
- Ask students to work individually or with a partner to do the rest of the exercise.
- Elicit answers, asking for justification from the passage.



- 1 3000: 'They probably first achieved this in northern countries before 3000 BC (before Christ) using skis.'
- 2 1804: 'In 1804, he took the first passengers, although they didn't have to buy a ticket.'
- 3 1840: '... the bicycle didn't appear until around 1840 when a Scotsman, Kirkpatrick McMillan, created the first one to have pedals.'
- 4 1980: 'It took around 140 years for McMillan's design to develop into modern mountain bikes.'

3

Aim: to practise an exam-type task

- Before students do this exercise, remind them of the best way to approach it so that they become familiar with exam technique.
- Remind them of the importance of looking for sentences from the passage which explain one of the four options A–D. They might also be able to work out from the passage which three options could not be the answer.
- Direct students' attention to the first question.
- Ask: *Could people travel fast before the wheel was invented?* (No – this eliminates option A.)
- Ask: *Did they invent the wheel or skis first?* (the wheel _ this eliminates option B.)
- Ask: *Were the roads good when the wheel was invented?* (No _ this means that option C must be the correct answer.)
- Explain that although people did use horses, this was because the roads were bad and carts couldn't travel as fast as horses could on them.
- Remind students of the importance of underlining where they found the answer within the passage, as this makes it much quicker and easier for them to be able to justify their answers.
- Ask students to work individually or with a partner to do the rest of the exercise.
- Elicit answers, asking for justification from the passage.



- 1 C: '... but carts were very slow without roads.'
- 2 B: 'During the first flight ...'
- 3 B: 'The railway developed gradually from carts on tracks.'
- 4 B: 'Perhaps unexpectedly, the bicycle didn't appear until around 1840 ...'
- 5 A: '... completely changed the way people thought about transport, and so did the aeroplane.'

Additional task

- Have a class discussion about which means of transport students think has been the most important invention and why.

WORD BOX

4

Aim: to introduce new vocabulary

- Before students do this exercise, ask them to read the definitions.
- Remind them of the importance of looking back at the passage for clues if they are not sure of the meaning of any words.
- Ask students to work individually or with a partner to do the exercise.
- Elicit answers.
- Ask students if there were any other words in the passage which they didn't know the meaning of.

- Remind them to make a note of the words and to look them up in a dictionary before the start of the next lesson.
- Ask students if they enjoyed reading the extract and whether they learned anything from it or not and get them to justify their answers.

1 hydrofoil	4 tracks
2 vehicle	5 cart
3 hovercraft	6 pedal

Additional task

- Ask students to choose five means of transport and to write their own definitions for them.
- Students then swap their definitions with a partner and try to guess the means of transport that is being described.

Have your say!

Aim: to give students the opportunity to express their own opinions

- Put the students in pairs and get them to ask each other the questions. Ask them to make brief notes on their partner's answers. When they have finished, invite various students to tell the whole class what they discussed.
- Alternatively, you may like to do the activity as a whole class. Invite various students to give their opinions, encouraging them to agree or disagree with what other students have said. Encourage them to give reasons for their opinions.

Suggested homework

Assign Ex. 1 – Workbook, p.10–11
Ex. 1 – Workbook, p.11

Grammar clinic

1

Aim: to review past tenses

- Before students do the exercises on this page, ask them to study pages 168–170 of the **Grammar database**, either in class or at home before the lesson starts.
- The first exercise refers back to the reading passage so that students can see the grammar in question being used in context.
- Read the sentences and ask students to tell you which tense is being used in each sentence.
- Ask students to match each sentence to its explanation.

1 d	the past simple is used for a single, completed action
2 c	the past continuous is used for an action in progress when another happened
3 a	the past simple is used for repeated actions which don't happen now
4 b	the past simple is used for past states

2

Aim: to practise identifying different uses of past tenses

- Ask students to look through the text again to find other examples of past tenses being used in these ways.
- Students can work individually or with a partner and should underline the examples they find.
- Elicit answers.

<p>a single completed action: 'They probably first achieved this ...' 'The hot-air balloon made its first free flight in 1783.'</p> <p>a repeated action in the past: 'Early humans dreamed of going faster and further than they could on foot.'</p> <p>an action in progress when another action happened: 'Two Frenchmen, the Montgolfier brothers, were working as papermakers when they had the idea for the balloon.' 'Unfortunately, they were travelling in the train when it began to fall off the tracks ...'</p> <p>a past state (a feeling or situation, not an action): '... carts were very slow without roads.' '... they were slow and not very popular.'</p>

3

Aim: to practise using past tenses

- Before students attempt this task, write this sentence on the board: *We drove along the road when one of the tyres burst.*
- Ask students to explain to you what is wrong with the sentence (One action is in progress when another action happened, so the first verb should be *were driving*).
- Before students complete the sentences go through the first sentence together.
- Tell them to ignore the missing verb for the moment.
- Ask: *Is this a feeling or an action?* (an action)
- Ask: *Is it a single completed action or a repeated action in the past?* (a single, completed action)
- Ask: *What tense do we use for single, completed actions?* (*past simple*)
- Remind students to go through this process of asking themselves questions about the sentence before they fill in the gaps.
- Students may work individually or with a partner.
- Elicit answers.

1 flew	3 told	5 shouted
2 were flying	4 was telling	6 saw

ON THE BOARD

We drove along the road when one of the tyres burst.

4

Aim: to correct sentences using past tenses

- Before students correct the mistakes, go through the first one together.
- Ask: *Is this a feeling or an action?* (an action)
- Ask: *How many things are happening in the sentence?* (two – entering the station and noticing the train was late)
- Ask: *What tense do we use for an action in progress when another action happened?* (past continuous)
- Remind students to go through this process of asking themselves questions about the sentence before they correct it.
- Students may work individually or with a partner.
- Elicit answers, asking students to tell you which sentence is correct.



- 1 As we were entering the train station, I noticed the train was late.
- 2 I was sitting in a taxi when the accident happened so I saw the whole thing.
- 3 Mick rode his bike almost every day over the summer.
- 5 When you called, I was watching a programme about the history of transport.
Sentence 4 is correct.

5

Aim: to have controlled practice using past tenses

- Ask students to quickly read the text, ignoring the gaps for now. Ask them to say briefly what happened (The girl asked her dad to take the stabilisers off her bike. He pushed her and then let go and she rode the bike on her own.).
- Ask students to complete the text using the verbs given in the correct tense. Remind them that if they are not sure about a gap, they can go onto the next one and then come back to that gap later when there are fewer words left to choose from.
- Check answers orally.



- | | |
|---------------|----------------|
| 1 learned | 10 were riding |
| 2 was | 11 wanted |
| 3 taught | 12 got |
| 4 was shining | 13 started |
| 5 took | 14 told |
| 6 had | 15 was pushing |
| 7 didn't | 16 said |
| 8 got | 17 fell |
| 9 saw | 18 was |

6

- Ask students if they remember learning to ride a bike. Ask them to say what happened, who helped them, how they learned and how they felt.
- Alternatively, you may like to put students into pairs and ask them to talk to each other about their experiences of learning to ride a bike. Ask them to report back to the whole class on their discussion.

Suggested homework

Assign Ex.1 and 2 – Workbook, p.12

Vocabulary builder

1

Aim: to focus on vocabulary connected to public transport

- This exercise is probably best done as a whole class. If time allows, however, divide the class into small groups and encourage them to use a dictionary in order to find the meaning of any unknown words.
- First, ask students to read through the sentences 1–8 and underline any words which might act as clues.
- Elicit the clues and ask if there were any which they could do given the clues in the sentence.
- As an example of this you could direct students' attention to question 7. The word *taxis* suggests that the answer may be *taxi rank*. Even if students don't know what a *taxi rank* is, searching for clues can sometimes help them to make an educated guess.
- Elicit answers.



- | | | |
|------------|---------------|-------------|
| 1 platform | 4 underground | 7 taxi rank |
| 2 airline | 5 fare | 8 coach |
| 3 terminal | 6 cabin | |

2

Aim: to practise using words which are easily confused

- Before students attempt this task, write on the board *journey* and *trip* and ask students to explain to you the difference and to give you an example sentence for each (A *journey* may be longer, and usually refers to just the period of travel. A *trip* may be shorter and usually refers to the period of travel, plus other activities such as sightseeing, etc.).
- Encourage students to learn collocations which will help them to remember how the words are used, such as school trip, business trip, a tiring journey.
- Ask them if they know words for any other types of journey (trek, voyage, crossing, excursion, etc).
- Elicit answers to numbers 1 and 2.
- Ask students to look at number 3 and elicit the answer. Don't negate the answer but encourage all students to either agree or disagree with the answer given and to justify whether *miss* or *lose* is used in this sentence.

- Ask students to look at number 4 and elicit the answer. Don't negate the answer but encourage all students to either agree or disagree with the answer given and to justify whether *on* or *in* is used in this sentence.

1 travel 2 trip 3 miss 4 on

ON THE BOARD

journey, trip

Errors to watch out for

- Students are often tempted to use *travel* as a noun in sentences such as, 'We went on a travel to the Peloponnese.' Remind students that *travel* is only normally used as a verb and that in this case they should say, 'We travelled to the Peloponnese.' or 'We went on a trip to the Peloponnese.' *Travel* is only occasionally used as a noun, in phrases such as, 'Travel broadens the mind.'
- *Excursion* is not a common word in English. Discourage students from using it instead of more natural collocations like *school trip*.

3

Aim: to practise collocations connected to transport

- Students now match the means of transport to the appropriate phrase.
- Ask students to work individually or with a partner to do the rest of the exercise.
- Elicit answers.

get on / get off: bicycle, bus, horse, train, plane, motorbike, ferry, ship, trolleybus
get in (or into) / get out of: car, helicopter, hot-air balloon, rowing boat, taxi

4

Aim: to match words to make compound nouns

- Explain to students that they need to match words from list A to words from list B to make compound nouns.
- Students may work individually or with a partner.
- Elicit answers.

express train / radio taxi / double-decker bus / jet plane / sports car

5

Aim: to check students' understanding of the compound nouns from exercise 4

- Students now match one of the compound nouns from exercise 4 with a sentence to check their understanding.
- Students may work individually or with a partner.
- Elicit answers.

1 sports car 4 express train
2 double-decker bus 5 jet plane
3 radio taxi

Suggested homework

Assign Ex.1 – Workbook, p.12
Ex.2 – Workbook, p.13



Listening

Warm up!

Aim: to introduce the topic and warm students up

- Ask students whether they would prefer to drive a train or a bus.
- Elicit answers, asking students to justify their opinions.

1

Aim: to focus on topic vocabulary

- Put students into pairs and ask them to brainstorm vocabulary connected to different means of transport.
- Ask them to make as long a list as they can. When they have finished, ask one pair to read out their list for 'bus'. Ask another pair to read out any words the first pair missed. Continue in this way until nobody has any more words or phrases connected to 'bus'.
- Do the same for the other means of transport. You may like to compile a master list on the board.

(suggested answers)
bus: bus stop, bus station, get on/off
plane: take off, land, get on/off, runway, ticket, first class
ship: sail, get on/off, sea, ticket, cabin
train: train station, railway, first class, get on/off, platform

2

Aim: to listen to identify location

- Tell students that it's useful to listen for the location where a conversation is taking place. Elicit why that might be the case (because the location gives a context for the conversation and helps you to predict what the people are probably talking about).
- Ask students to listen to three short conversations and to identify where each conversation is taking place. Ask them to listen carefully to the vocabulary used and to decide which location they associate that vocabulary with.
- Play the listening text. Elicit answers, asking students to justify their opinions.



CD 1, Track 5



1 a 2 b 3 c

3

Aim: to listen for specific information

- Ask students to quickly read the information provided. Ask them to think about what kind of information may be missing and what they should be listening for. Some students may be able to remember the answers from having listened once. Don't confirm the correct answers at this stage.
- Ask students to listen and complete the information with a word or short phrase from what they hear in each gap. Play the listening text.
- Elicit answers, asking students to justify their opinions.

 CD 1, Track 5



- | | |
|-------------------|-------------------|
| 1 first class | 4 cabin |
| 2 10:45 | 5 over the bridge |
| 3 about six hours | 6 higher |



Soundbite

Aim: to practise listening for the sounds /æ/ and /e/

- Students now listen to hear the difference between the pronunciation of the sound /æ/ in words such as *thank* and the sound /e/ in words such as *bed*.
- Explain that they will hear four words and should circle the two words which have the same vowel sound.
- Play the listening text.
- Elicit the answers, checking pronunciation.

 CD 1, Track 6



- | | |
|---------------|---------------|
| 1 thank / cat | 3 apple / ant |
| 2 head / said | 4 pet / send |



Speaking

1

Aim: to introduce the idea of comparing

- Remind students that Part 2 of the FCE Speaking paper requires students to be able to talk about the similarities and differences between two photographs for one minute.
- Divide the class into pairs and ask them to make notes about the things that trains and buses have in common.
- Go round the class monitoring and helping where necessary.
- You might like to set a time limit of three or four minutes for this.
- Elicit ideas.



(suggested answers) They both carry passengers. / They both have a driver. / You get on and off a train and bus, rather than in (or into) and out of. / They both arrive and depart from stations (a bus station and a train station). / They can both cover long distances.

2

Aim: to practise comparing

- Repeat the procedure from exercise 1 about differences.



(suggested answers) Trains are faster than buses. / Buses can get stuck in traffic jams whereas trains cannot. / Trains often transport goods or materials while buses always carry passengers.

3

Aim: to practise expressing preference

- Ask students whether they prefer travelling by train or by bus.
- Elicit ideas, asking for justification.

4

Aim: to practise comparing photographs

- Before students do this exercise, ask them to study the **Speaking database** on page 165.
- Remind students that the questions they should answer will be printed above the pictures.
- Divide the class into pairs.
- Remind students to use the notes they made in exercises 1 and 2 and details of their own based on the photographs.
- Go round the class monitoring or helping where necessary.

Errors to watch out for

Students often start their description of a photo by saying, 'In this picture I can see ...', which is not natural English. Encourage your students to use the more natural 'This is a picture of ...' or 'This picture shows ...'



Use of English

1

Aim: to focus on *would*, *used to* and *be used to*

- Before students do the exercises on this page, ask them to study page 170 of the **Grammar database**, either in class or at home before the lesson starts.
- First, write these sentences on the board: *My grandmother was used to read me bedtime stories when I was younger.* and *My grandmother would read me bedtime stories when I was younger.*
- Elicit which sentence is correct and which is incorrect (The first is incorrect because *be used to* means *to be familiar with something*. The second is correct.).

- Ask students to tell you the difference between *used to* and *would* in a sentence (*used to* can be used to talk about states in the past, but *would* can't).
- Ask students to tell you what follows *be used to* (a noun or *-ing* form).
- Students may work individually or with a partner.
- Elicit answers.

1 would	3 used to	5 get
2 am used to	4 used to	6 wasn't used to

ON THE BOARD

My grandmother was used to read me bedtime stories when I was younger.

My grandmother would read me bedtime stories when I was younger.

2

Aim: to practise *would*, *used to* and *be used to*

- Ask students to rewrite the sentences using the word in bold.
- Do the first one together.
- Students then work individually or with a partner.
- Elicit answers.

1 When he was a boy, my dad used to watch the steam trains go past.
2 Flying a helicopter is difficult at first, but you'll soon get used to it .
3 When she was four, my sister would ride her bike around the house.
4 My grandfather used to take me for rides in his old car when I was small.

Suggested homework

Assign Ex.1 and 2 – Workbook, p.13

3

Aim: to practise lexico-grammatical word patterns

- First, write on the board: *My mum always insists on / about walking with me to school.*
- Elicit from students which is the correct preposition (*on*).
- Remind them that the preposition which follows a gap often acts as a clue to the word in the gap.
- Ask students to underline the prepositions in each of the sentences and then see if they can match each of the prepositions to one of the verbs in the box.
- Do the first one together.
- Students may work individually or with a partner.
- Elicit answers.

ON THE BOARD

My mum always insists on / about walking with me to school.



1 insisted / insists	4 work
2 complain	5 reminds
3 take	

4

Aim: to practise gap-filling

- Students now do a gap-fill to practise some of what they have learned from exercises 2 and 3.
- Ask students to read through the passage and tell you what the gist of it is (the fact that more women are becoming pilots and what it's like to be one of them).
- Explain that at this stage it is not important to understand all of the words, but draw students' attention to clues before and after the gaps that might help them find the answer. These include prepositions, articles, personal pronouns and determiners.
- Remind students that when they have completed the exercise they should read it through again to check for sense.
- Remind students that they should write only one word in each gap, and that each word should be in capital letters.
- Students may work individually or with a partner.
- Elicit answers.



1 WOULD	5 WOULD	8 ME
2 AS	6 GOT	9 ABOUT
3 USED	7 TO	10 TAKE
4 ON		

Additional task

- To practise vocabulary, give students definitions of words or phrases that they might not know from the passage and ask them to tell you the word (eg *great-grandparents*, *take into account*, *range* and *goods*).

Suggested homework

Assign Ex.1 and 2 – Workbook, p.14



Writing

1

Aim: to introduce the topic of essays

- Before students do the exercises on this page, ask them to study page 153 of the **Writing database**, either in class or at home before the lesson starts.
- Ask students to look at the questions and to make notes of their opinions, either individually or in pairs.
- Ask students to tell the rest of the class their opinions on the questions. Since they have already had time to think and have made notes, you should expect longer, more developed answers. Encourage them to expand on their answers.



- 1 Public transport usually includes buses, trolleybuses, trains, underground trains, trams, etc. Private transport usually includes cars, motorbikes, etc.
- 2 (suggested answers) it's cheaper / it's better for the environment / it runs on a schedule / you can relax and not worry about driving
- 3 (suggested answers) you cannot travel whenever you want / it might be dirty or uncomfortable / it might not take you to your destination

Additional task

- Encourage students to predict what they might be asked to write about in an essay based on the different photographs (These might be connected to traffic problems in cities, how to get more people using public transport, what the advantages of public transport are, how we can help the environment, etc.).
- Brainstorm ideas, writing any suggestions the students have on the board.

2

Aim: to identify essay type

- Ask students to read the writing task and to tell you whether the essay should be formal or informal.
- Elicit why the essay is formal (Because it is an essay which is meant to be read by a teacher.).



- 1 formal
- 2 students' own answers

3

Aim: to introduce phrases that can be used in essays

- First, ask students if they know any phrases which could be used in an essay which they could use to connect their ideas.
- If they can't think of any, write these words in this order on the board: *to sum up, consequently, first of all, similarly, also, as well as this, firstly, it is my (strong) belief that, furthermore, since.*
- Elicit any ideas they have and write them on the board.
- Direct students' attention to the phrases in the Student's Book and ask them to complete the phrases using the words given.
- Elicit the answers orally. Ask students what other phrases they know, including any you have already written on the board, which are used for the same functions.



- To begin with, ...
 In the first place, ...
 What is more, ...
 In addition to this, ...
 Because of this, ...
 This is due to ...
 On the one hand, ...
 On the other hand, ...
 I am convinced that ...
 I would argue that ...

Additional task

- If time allows, ask students to write a mini-essay based on the correctly ordered formal phrases. They should include at least three reasons why they think people should or shouldn't be encouraged to use public transport where they think appropriate, each introduced by the correct phrase.
- You may wish to set a time limit of seven or eight minutes for this.
- Ask students to exchange essays and invite one or two students to read them out to the rest of the class.

4

Aim: to provide a model answer for students to refer to

- Students now read the model answer to the question in exercise 1.
- Ask them to read the essay through once and decide whether the writer agrees or disagrees with the statement (he/she agrees with the statement).
- Then ask them to read it again quickly and to underline all the discursive phrases that the writer has used.
- Encourage students to give their opinion on whether this is a good essay, whether it answers the question correctly and whether they agree or disagree with the writer's main arguments.



There is no doubt that traffic adds to pollution. Public transport offers a possible solution to the problem, since (because) many people can be transported in one vehicle. The government has a responsibility to encourage the public to use buses and the underground more. However, (But) there are a number of changes which need to be considered. In the first place, (Firstly) public transport should be made free. The government should raise taxes to pay for the service. If it was free, most people would decide to leave their cars at home and travel by bus or train.

What is more, (In addition) the service must be clean and reliable. People need to know that they can get to work on time. They also need to know that their journey will be comfortable.

To sum up, (In conclusion) I would argue that a clean, reliable service which was free would encourage many people to use public transport. The government should take action on this to prevent environmental damage.

(answers to Exercise 5 are in brackets)

5

Aim: to read for specific words and phrases

- Before students attempt this task, ask them where in the letter they would normally expect to find words and phrases like these.
- Encourage them to visualise where the words and phrases should go.
- Remind them that these are words and phrases that they can learn and use in appropriate essays.

- Ask students to read the model answer in exercise 4 again and replace some of the phrases that they underlined in exercise 4 with the phrases given here.
- Elicit answers.

6

Aim: to check students' understanding of text structure

- Ask students to read the model answer again and to choose which of the options, a or b, they think is correct.
- Students then work individually or with a partner to complete the exercise.
- Elicit answers.
- Remind students that exercise 6 is a paragraph plan that they can use when writing essays.
- Check that students have crossed out the incorrect option, so that they can clearly see the type of information that they should include in each paragraph.

1 a	2 b	3 b	4 a	5 a
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7

Aim: to prepare students for the writing task

- First, remind students of the importance of identifying what they are writing about and who they are writing for.
- Ask them to look at the writing task and to tell you the subject that they will be writing about. Set a time limit of 10 seconds for this.
- Ask: *Will you be writing about the history of transport or about whether you think the invention of the car changed the world?* (whether you think the invention of the car changed the world)
- Then ask: *Will you be writing an essay or a formal letter?* (an essay)
- Then ask: *Should you express your personal opinion?* (yes)
- Elicit whether students agree or disagree with the statement that the invention of the car changed the world, asking them to provide justification for their answers.

8

Aim: to encourage students to plan their writing

- Remind students that careful planning will improve their essays.
- Ask students to look at the questions and to make notes in their notebooks.
- Remind them that they should be answering the questions with one or two sentences.
- Go round the class monitoring or helping where necessary.
- At the end of the exercise, ask individual students to read out their ideas.
- Encourage students to make a note of any good ideas they hear from other students.
- If you have time, check that all students have completed the questions with appropriate information.



- 1 students' own answers
- 2 whether I agree/disagree with the statement
- 3 some points in favour of my view
- 4 more points in favour of my view
- 5 a *To sum up, To conclude, In conclusion*
b *I would argue that, I am convinced that, I believe, I'm of the opinion that*

- Ask students to turn to **Writing Planner 2** on page 155. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you may like to check the notes made by all students to ensure they have enough content to base their piece of writing on. Ask students to refer to the Writing Planner as they do their piece of writing.

9

Aim: to give students the opportunity to produce an essay

- This exercise can be done in class or set for homework.
- Remind students of the importance of using the correct phrases and of answering the question by including the information from their notes in exercise 8.

10

Aim: to encourage students to check their written work

- Draw students' attention to the checklist.
- When they have finished writing, ask them to read each statement and to tick each one that is true for them.
- Ask them to make sure that they have ticked all of the boxes before handing their essay in to be marked.
- You might consider refusing to mark any essay that does not meet all the criteria in the checklist and asking the student to rewrite.

Additional task

- In order to monitor whether students have checked their work carefully, you could ask them to underline in pencil places in their essays where they have 'used appropriate connecting phrases', for example.



Look Back

Aim: to review the unit and to practise scanning for specific information

- Students now have the opportunity to go back through the unit to check what they have learned.
- Ask the whole class the questions from **Look Back**.

- Elicit answers from different students.
- Encourage students to scan the unit to find any information they can't remember.



- 1 3500 BC
- 2 Two American brothers, Wilbur and Orville Wright.
- 3 past continuous
- 4 *Used to* can be used to talk about states in the past, but *would* can't.
- 5 *I would argue that ...* (accept other correct answers)

Suggested homework

Assign Ex. 1 and 2 – Workbook, p.15

Webquest

- Ask students to complete the **Webquest** on page 198 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- 1 2004
- 2 Wright Flyer
- 3 Queensland
- 4 Mark Zuckerberg
- 5 the jet engine
- 6 John F. Kennedy International Airport
- 7 Neil Armstrong
- 8 The Tube
- 9 2011
- 10 1936

Further material

- For further practice and consolidation, ask students to complete the Unit 2 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 2, you may like to administer the Unit 2 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 2.

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Revision Units 1-2

1

1 C 3 D 5 A 7 C 9 A
2 A 4 B 6 D 8 B 10 A

2

1 is staying 5 fly
2 was doing 6 is having
3 eat 7 swam
4 am getting 8 is having

3

1 in 3 for 5 of 7 into
2 of 4 on 6 after

4

1 illegal 5 unkind
2 unfair 6 irrelevant
3 dishonest 7 incapable
4 impolite 8 unattractive

5

1 divorced 5 rank
2 popular 6 coach
3 hydrofoil 7 selfish
4 pedals

6

1 turn up 4 thought up
2 came up 5 making up
3 bring up

7

1 am I seeing 4 tastes
2 don't believe 5 are you thinking
3 doesn't understand

8

1 trip 5 on 8 up
2 do/did 6 rank 9 with
3 about 7 radio 10 bring
4 to

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